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ABSTRACT

A study determined the effectiveness of background classical music on listening comprehension. Nine special education students were read 10 different stories while music was either playing or not. They were asked the same four story element questions after each story. Results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purposes of this study. Contains 21 references and a table of data. Numerous story map responses (for both the music and no music settings) are attached. (Author/RS)

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The Effects of Classical Music on Listening Comprehension

By

Cara Behar

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Presented in Partial Fulfillment of the Requirements for the Degree of
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Abstract

The purpose of this study was to determine the effectiveness of background classical music on listening comprehension. Nine special education students were read ten different stories while music was either playing or not. They were asked the same four story element questions after each story. The results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purpose of this study.

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Table 1 Raw Scores of Story Map Responses

"For more than 30 years, music has been cited as an effective means for improving attention span and attaining goals for learning disabled students." (Gilliland, 1957) In addition, research contends that the specific type of music can significantly increase the above skills even more.

A 1989 study by Derrick M. Kiger found that reading comprehension was higher in high school students when a certain type of music was played. This music was repetitive and had a narrow tonal range. (Kiger, 1989) This music has the same qualities as classical music. The study contends that the better comprehension scores were due to the higher concentration of the students listening to the low type of music. These students were not as distracted by the music itself as with high, non-repetitive music and not distracted by other sounds as with students studying in silence.

Classical music, as well as other aspects of a pleasant classroom, has also been shown to aid in memory enhancement. (Bucko, 1997) An increase in memory will have a positive effect on students recall of a story they have just listened to. The student will then be able to correctly answer comprehension questions with less difficulty.

Background music, when it is not overly stimulating, can provide for many pleasant experiences for students during the day. (Giles, 1991) In her article, Martha Giles talks about music that is not loud or jarring. This

type of music, to which classical music would be included, relaxes and quiets students, as well as provides them a little "lift" in the afternoon. All of these traits can only help to increase students' comprehension of material that the teacher is going over.

There are many additional benefits to listening to music in school. Over 20 years of research has shown the "effectiveness of music in helping reduce anxiety, create a sense of belonging and self-esteem, reduce aggressiveness behavior and hyperactivity and increase attentiveness." (Giles, 1991)

The benefits of music have been shown over and over in various research studies. Inappropriate bus behavior was even reduced when students were given the option to listen to music in exchange for good bus behavior. (McCarty, McElfresh, Risce, and Wilson, 1978)

There has been, however, research stating that although music is beneficial in some ways, it has not been shown to have educational value. Recently, the popular 1993 "Mozart" study was replicated. The original study done by University of California-Irvine researchers found that a "measured increase in intelligence was due to the direct facilitating action of Mozart's music on the brain." (The American Psychological Society, 1999)

The new study, done by researchers at Appalachian State University, found "no indication of a Mozart Effect." (The American

Psychological Society, 1999) The researchers used the same materials and procedures as the previous study. They found the differences between the experimental groups to be insignificant, disproving the original study. The controversy still plagues researchers who attempt to find out the effects of music. What we do know, however, is that music has not been shown to be harmful in educational settings as long as the music is not loud and jarring.

"It is well documented that aesthetic education provides a variety of images that help make comprehension easier." (Lawton, 1987) There has been a big fight in education over recent years to keep the arts in the schools. The professionals have proved that studies in art, music, poetry, and dance have been successful in many aspects of a child's education. If this is true, why are we, as teachers, not trying to bring the arts into our daily lessons? Playing music in the classroom during a reading or math lesson should have the same effect on students that it does during music class.

Elementary school classrooms are covered with both auditory and visual stimuli that enhance learning. Students often rely on posters around the room for additional support. Those same stimuli can also be a distraction to many of those students. Even the sound of a fan or someone walking in the hallway can cause a child to lose focus.

This causes a great problem for teachers. When students are distracted and unfocused, they lose out on valuable class time. These students often focus on something else and lose concentration. The lesson is then a loss for the student.

There has been years of research supporting the use of music in the classroom. Music has been shown to increase both concentration and comprehension. The issue has recently been controversial and researchers are trying to prove what effects classical music has on learning.

Hypothesis

Classical music will not enable students to comprehend a story being read to them with greater accuracy than when the music is not on in the classroom.

Procedure

Nine third and fourth grade students in a self-contained special education class in a public, elementary school were used for this study. The school is a K-5 school in North Plainfield, New Jersey. The town is a lower class suburban community.

Ten random days over a month's time were utilized for reading stories to the students. On five of the days there was classical music

playing softly in the background and on the other five days no music was played. There was no pattern to the days with and without music. After each story was read, the students responded to a series of comprehension questions. The questions included the story elements of character, setting, problem, and solution. The form was the same throughout the study. The students were also able to draw pictures based on their responses. The students had significant practice with these elements and little or no help was given. The stories were all within the students' listening comprehension levels. Differences in the student's creativity and descriptiveness, if any, were noted.

A tally of the number of correct responses for each element as well as overall scores was made. After the study was complete, the students were asked if they noticed any difference in themselves when the music was playing. The students were also observed to see if there were any noticeable differences in their attention spans and concentration.

Results and Conclusions

This study revealed that the differences in the students' responses in both types of sessions were insignificant. As seen in the following table 1, raw scores were tallied in each of the four story elements in both music and non-music settings.

Table 1-

Raw Scores of Story Map Responses

	Music	No Music
Character	43	35
Setting	34	33
Problem	36	35
Solution	32	27
Overall raw scores	145	130

The students correctly identified the characters in the stories 43 times when listening to classical music while only 35 correct identifications were recorded when there was no music playing. The students identified the setting and problem correctly one more time when the music was playing. The solution responses were five points higher in the musical setting. The differences between the scores were considered negligible.

No observable differences were recorded in the students' responses when looking for increased creativity and descriptiveness. The students were also observed with no differences in attentiveness when the classical music was playing in the background although it was not observed to be a distraction either.

Scores from this study support the hypothesis that students would not comprehend a story better with classical music playing in the

background. The stories were read at about the same time of the day and the students were prepared to answer questions on each story element. Since each session used a different story, the scores appear to reflect the level of understanding of that particular story rather than the effect the music had on their listening. The students' scores did not increase as the sessions went indicating that they were not subject to practice effects.

The volume of the music could have been a contributing factor for the students. The music may not have been loud enough to make an impact on their concentration. The students also may not have had the ability to use the relaxation of the music to their advantage. The music, on the other hand, may have been too loud. Since all the students were classified, they may have needed the silence to concentrate.

Overall, through the scores and observations, classical music did not seem to make an impact on the students listening comprehension. If the students were reading to themselves, the results may or may not have been different. They would not have had to differentiate the teachers' voice from the music. From discussions with the students, they did not seem to be impacted by the music in either way. They noted that they liked the music but did not think that it helped them listen and concentrate better. Older students may be more aware of their learning to really know the effect the music has on them.

Implications

This study could be expanded to further test the results. A larger sample would be able to show greater scores for comparison. Using both regular and special education students would also provide a better sample for this study. Using older students would enable the researchers to discuss the results with the students and the students would be better prepared to give feedback into the effect the music had on their ability to listen to the stories with and without the music.

Finding a way to use the same stories would allow the scores to reflect only the effect the music had on the comprehension rather than the understanding of the stories themselves. The students' scores in this study seemed to reflect the level of understanding of the story content rather than the effect of the music. Asking the students to perform specific skills with and without the classical music would allow the research to focus only on the impact of the music without the complication of the understanding of each individual story.

Research should continue into the effects classical music has on the education of students. Notably, there have been a lot of theories that favor the music and others that feel it makes no difference. What have not been found are negative effects. Classical music has not been found

to be harmful in educational settings so teachers should use the music when they feel it is the most beneficial to their classes.

Music effects on achievement: Related Research

Cara Behar

Listening well is one of the main abilities that children need to be successful in school. Some say that listening comprehension has to come before reading comprehension. Researchers note that there is a "cross-modal transfer of learning with respect to listening comprehension." (Pearson and Fielding, 1982) If a child is a successful listener, this allows him or her to use the same skills in reading comprehension. There is a lot of scientific evidence that shows background music in the classroom is beneficial to students listening comprehension. It helps students of all ages concentrate on the information better thus understanding and retaining the information better.

The research often focuses on classical music. For decades, there has been controversy over the effects classical music has on the education of children. The most popular study, The Mozart Effect, has been both proven and disproved. In 1993, researchers Rauscher and colleagues at the University of California, Irvine, found an "8- to 9-point improvement on IQ tests in 36 college students who listened to ten minutes of Mozart's Sonata for Two Pianos in D Major." (Rana, 1999) Colleagues at The University of Aukland immediately disproved the report. (1994) Rauscher then replicated his study in 1994. He extended the study to include seventy-nine students who either listened to the same Mozart piece, a piece by Philip Glass, or studied in silence. As with the first study,

"only the Mozart group showed a significant increased spatial IQ." (Musica, 1995)

In 1999, researchers at Appalachian State University in North Carolina replicated the 1995 study and found that their findings contradicted those done in California. "There is 'little evidence to support basing intellectual intervention programs on the existence of the Mozart effect', according to researchers led be Dr. Kenneth Steele." (Rena, 1999) This research used the exact same procedure but increased the sample to 125 people. Steele suggested in his study that there might be a better mood performance due to the music. Steele's team has "debunked the myth that listening to classical music can make you smarter."(Rena, 1999) Other criticisms of the original study include the fact that the increased intelligence only lasts ten minutes.

Classical music, in addition to other background music, has been a main topic of research for many other educational reasons than just straight intelligence increases. In recent years, Howard Gardner's theory of multiple intelligences has taken school districts by storm. Gardner explains that children find strengths in different ways and that educators have to find ways in their classrooms to accommodate this. Musical intelligence is defined as the ability to "understand and produce melodies and rhythms." (Gardner, 1983) These children can "sing in tune, enjoy music, and play a musical instrument." (Gardner, 1983) This intelligence

has shown to be very beneficial to the successful education of children. It can help a child in reading and math in addition to stimulating creativity and imagination. Musical intelligence also helps children think more clearly and retain information. (Gardner, 1983)

Research about the effects of music goes back to infancy. Studies at St. John's University and Iona College have addressed the role of how music affects infant memory. They looked at infants who learned tasks like moving objects in their cribs while listening to music. They then watched the same tasks performed one day and seven days later. "Retention was the same one day later, regardless of the music played. However, after seven days, the infants remembered that kicking produced mobile movement only when they heard the same music that was played during learning." (Fagan & Prigot 1997) They concluded "infants use music as a means to remember, so that music defines or gives meaning to a learning situation, at least as early as three months." (Fagan & Prigot, 1999)

Another preschool study set out to determine the effects of a classical music program on auditory discrimination skills. The study used seventy-seven five year olds in which half were exposed to weekly classical music experiences. The students were given several intelligence and auditory discrimination tests. The results showed "better auditory skills for the experimental group and greater ability to handle instructional

tasks." (Turnipseed, Jorja P. and others, 1974) More positively, the students did not seem to get tired or bored with hearing the classical music pieces.

Even before birth, music is making positive effects on learning. A 1997 study showed that babies whose mothers exposed their unborn children to tapes of violin sounds performed better on a series of gross and fine motor activities, linguistic development, coordination, and cognitive behaviors than those who had no exposure to music. (Lafuente, 1997)

Throughout a child's school years, music has been shown to have multiple educational advantages. "New brain research shows not only that music is fun, but also that it improves our brain development and even enhances skills in other subject areas such as reading and math."(Weinberger, 1998) Society has been credited for the increase in research in this area because of the growing awareness of the positive effects music has on the lives of our children. As long as adults continue to recognize these advantages, music should not disappear from school. It is a hard sell. Music education is dwindling from schools today, despite the positive research.

Music has plenty of room in the classroom for reasons other than background sounds that help children concentrate. Music should also be incorporated into lessons throughout the curriculum, especially in literature. "When combined with literature, music enhances aesthetic stance for reader response which refers to cognitive and affective

experiences during reading." (Rosenblatt, 1978) Music can help children activate their existing schemata to set a certain tone for the story. When reading stories dealing with ocean life, ocean music helps children feel like they are there. (Towell, 1999) Towell also suggests rainforest music before reading stories on the subject. The music should not only be played before the story but during it as well. Children also benefit from songs when learning sight words since word recognition is better when the words are put to music.

There are many positive reasons that music educators and professionals have been fighting to keep music in the schools. In her book, Good Music Brighter Children, Sharlene Habermeyer sites the 1988 results of the International Association for the Evaluation of Educational Achievement scores for science proficiency. She notes that the United States falls fourteenth out of seventeen in countries participating. What is common in the top three countries is the extensive music training the students receive all throughout their schooling. (Habermeyer, 1999) All three countries, Hungary, Japan, and the Netherlands feel that the music education programs have been an integral part of the curriculum.

Children learn in different ways. As Habermeyer concludes, children learn by a combination of hearing, seeing, and/or doing. Music easily can be incorporated into these learning styles. In an arts-based classroom, "students learn by using all of their senses." (Habermeyer, 1999)

This contradicts our traditional classrooms in which students learn by mostly listening and seeing. There is mounting evidence of the advantages music has in the classroom. It allows all children to use their strengths to succeed. "Learning through music and the arts not only allows the child to develop all of the types of intelligence that lie within her, but also allows the child to express her uniqueness as a person, thereby promoting a strong inner confidence and self-worth." (Habermeyer, 1999) This is important because of the growing concerns with the lack of self-esteem in children today and the ways they deal with and react to their emotions.

Much of the research about music effects has been done with children and how listening to music can effect their reading comprehension. Many studies have shown positive results. Hurwitz and colleagues (1975) compared reading performance to groups of first graders who did and did not receive special music treatment. He found that "the experimental group exhibited significantly higher reading scores than did the control group." (Hurwitz, 1975)

In 1989, Derrick Kiger wanted to find out if the type of music would have any effect on a students comprehension of a given piece. He had the students listen to high or low information load music or nothing at all. The students then had to answer a series of questions about the reading selection. He found that students comprehended better when listening to

low information load music, which is a narrow tonal range, repetitive piece. (Kiger, 1989) He concluded that the low information load music allows that students to filter in more attention while the high information load music can create more tension and hinder concentration.

"Music may be an effective learning medium for aspects of language development such as receptive vocabulary, especially for students with reading problems." (Bygrave, 1994) This was the result of a study done at the University of Canberra in Australia. Students were divided into groups in which half were involved in either a music or story-telling program in their classrooms. The programs lasted thirty weeks. The music program included singing, playing instruments, and listening activities. Music did have a small, positive effect on the receptive vocabulary of the students. (Bygrave, 1991)

There has also been a lot of research on the effects the familiarity of music has on the listener. These researchers have hypothesized that background music does help in relaxing a listener, adding to greater concentration. Hilliard and Tolan (1979) set out to examine whether the familiarity of music made a difference. Hilliard and Tolan studied sixty-four undergraduates who were randomly assigned to groups. The subjects either listened to the same selection over and over again or listened to one selection then another. The results of the study indicated that

familiarity of the music produced significant, but not large, gains. (Hilliard, 1979)

Previous to that study, Etaugh and Michals (1975) performed a similar one. They compared groups of students who either listened to student-selected music or nothing at all. They found that "listening to music of one's choice interfered with the performance of females but not to males." (Etaugh, 1973) They concluded, after interviewing the subjects, that females were less likely to study with background music and that when the music was on, it was unfamiliar and distracting.

With all this research, schools still need to be further convinced to keep music in the classrooms. Budget pressures often force districts to cut the music programs altogether. Music, as well as other performing arts programs is suffering despite all the positive aspects. Some of the negative viewpoints include statements like "Too much time is being spent on non-basic material such as art, music, and drama. We need more emphasis on the fundamentals." (Lawton, 1987) Lawton goes on to remind us that all aspects of education are equally important and beneficial. It is true that only five percent of an American elementary school is spent on the arts and that almost half of the secondary schools do not even offer music and art instruction. (Lawton, 1987) Children are very easily molded so we need to start the instruction at the lower ages in order to build a deep appreciation of the arts as a part of a child's

education. Lawton goes on to report a four year study done in Ohio, where an arts program was implemented. These students showed "significant gains in reading and in math." (Lawton, 1987) Performing arts education allows students to express themselves and as teachers, we need to give them this freedom.

As with any research, studies do not always have the same results. Robert Sundberg (1994) set out to study whether at-risk seventh graders would show an increase in spelling and vocabulary after being exposed to music in the classroom. He felt that, based on research, "using music instruction may change students' perception of what they are learning and their perception of their environment. Thus, in turn, may have an effect on retention of instruction." (Sundberg, 1994) He included elements of music and rhythm into his daily classroom activities involving spelling and vocabulary. His results showed that the music had no effect on the test scores.

Jill Botwinick (1997) also studied the effects of music on spelling scores. Her research included first graders and examined whether or not the type of music had a difference on learning. The students were exposed to either classical, baroque, symphonic, or no music at all prior to spelling instruction. The results did show gains when listening to music but those gains were considered insignificant. The results also showed higher gains with the classical music compared with the other types. (Botwinick,

1994) She also found that while test scores were insignificant, student motivation and interest were increased.

Regardless of the controversial research, most will agree and research shows that music, when used in the correct way, has no harmful effects on children or their ability to learn. All the research states that music either enhances a child's education or has no effect on them at all. Music is also universal and can open wonderful doors to the education of children.

"Music is a more potent instrument than any other for education and children should be taught music before anything else."

-Plato

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Appendices

Appendix A: Story Map Responses

Music Setting Responses

Story Map

Jeff

Story Title ~~Wally~~ Thenhole

+4

Characters

Wally

Setting

Ocean

What is the main problem?

Wally ate Balloons

How is the problem solved?

The Cats take him back to the ocean

Write-on Wipe-off Board 1a

Story Map

Fuad

Story Title Wally The Whale Loved Balloon

Characters

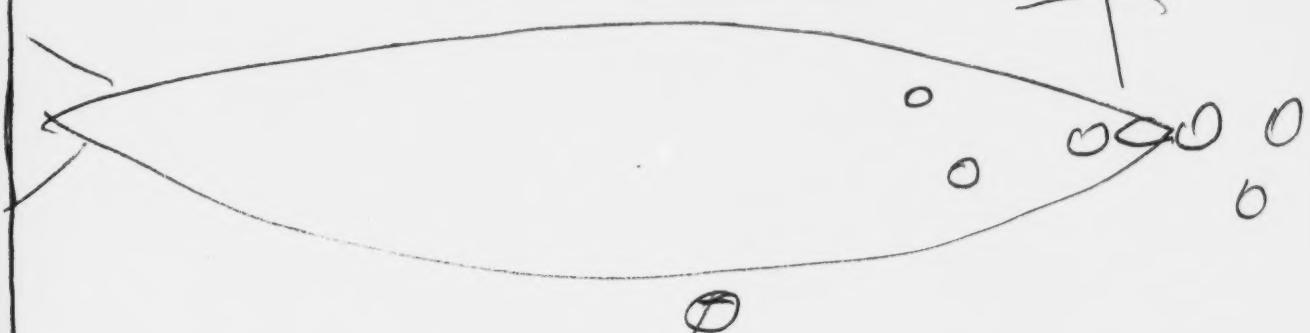
Wally The Whale and Balloon and come Fat and Fill in The air.

Setting

He Loved The Balldon is muse That He Fill up in The air.

What is the main problem?

How is the problem solved?



Story Map

+4

Story Title The Mule Who Lived Sideways 1/12/00

Characters

WALLY

Setting

Wirt

What is the main problem?

He Arm- he a b l.

How is the problem solved?

Wally popped rat in he would fide his mother.

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Nick K

1/12/00

Story Map

Story Title Wally won Loved Balloons +4

Characters

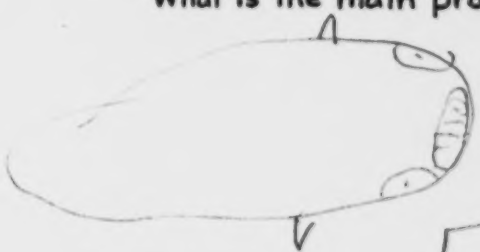
Wally

Setting

in the acane

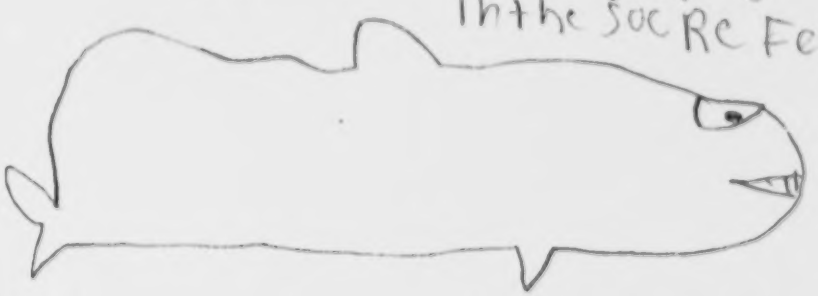
What is the main problem?

When he was eating Balloon



How is the problem solved?

When he Falled Down in the Soc Re Felled



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Homelly

Story Map

11/12/00

Story Title ~~Wally, the whale who Love Balloons~~

Characters

wally

Setting (+4)

Sea

What is the main problem?

the whale fly up in the air.

How is the problem solved?

when all the Balloons POP in he stomach and he fall

Kevin Rico

1/12/00

Story Map

Story Title Wally the Whale Who Love's Balloo

Characters

Wally

Setting

x4

Thon

town

What is the main problem?

He fall in the soccer sothir's team.

How is the problem solved?

They took the whale in the ware and is name is wally.

Ivette

Story Map

Story Title Wall, the who Loved Balloons

Characters

Wall-E

Setting

Water

What is the main problem?

boat is mrb and he got fat

How is the problem solved?

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the blon can't her out of his mouth

Story Map

Story Title Wally The Whale Who loved Balloons

Characters

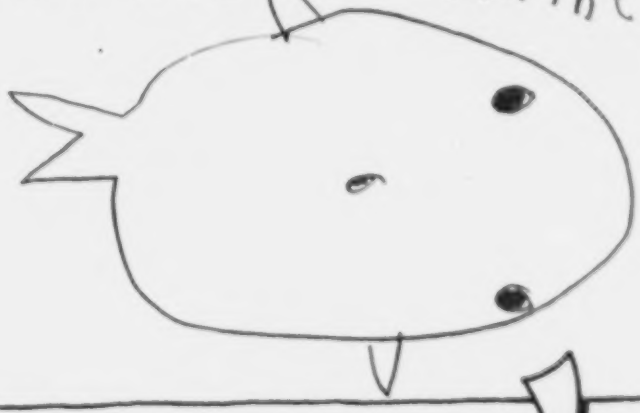
Wally

Setting

heate Balloons at the Circus.

What is the main problem?

he was floating in the air.



How is the problem solved?

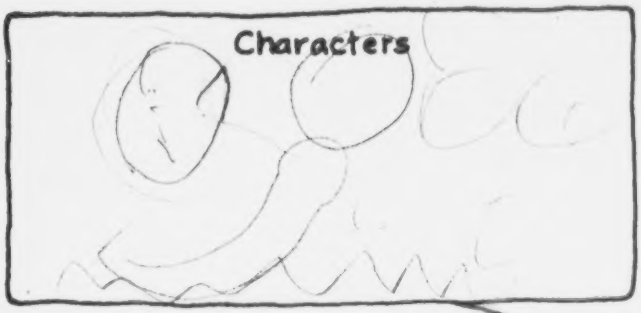
he went back to the ocean.

Write-on Wipe-off Board 1a

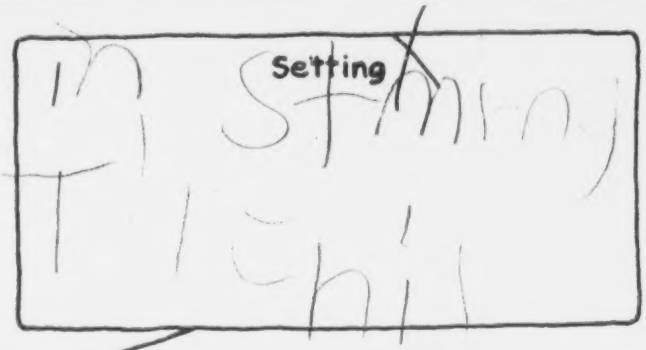
Story Map

Story Title _____

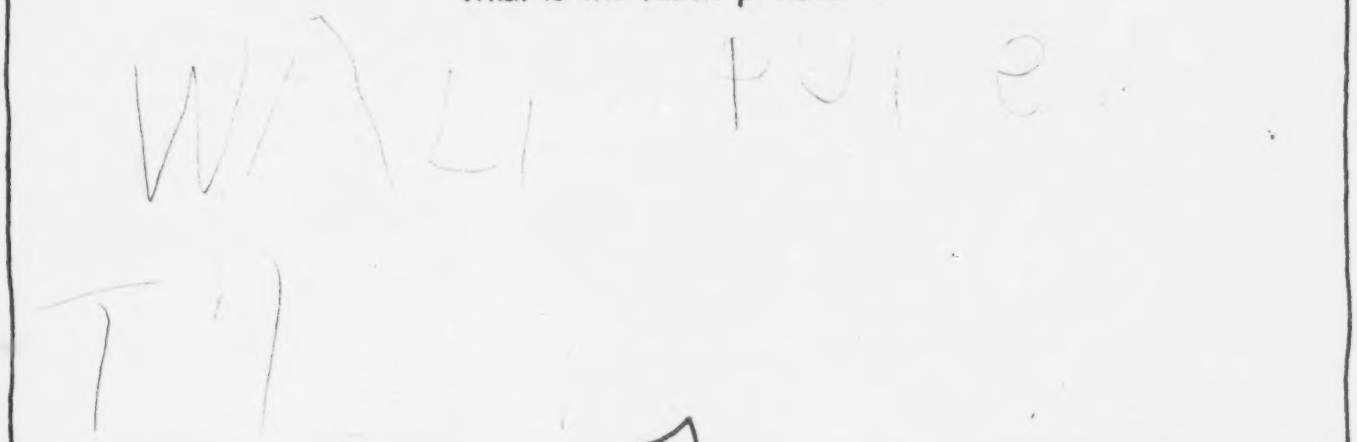
Characters



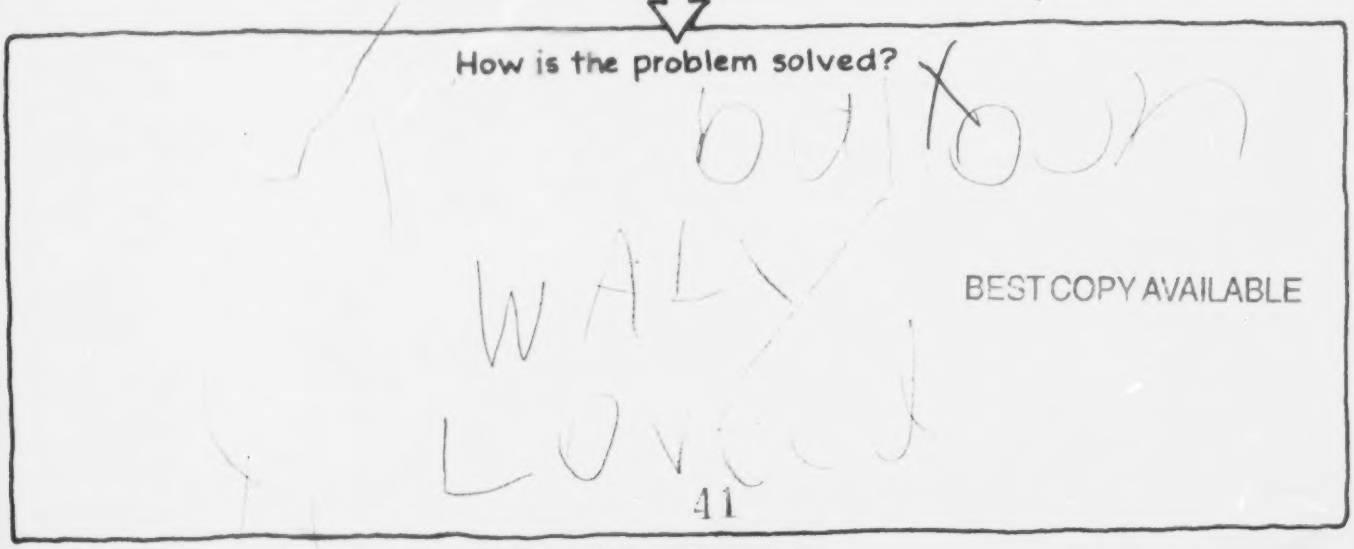
Setting



What is the main problem?



How is the problem solved?



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Story Map

Story Title My dog is Lost Kevin Rico 11/30 +4

Characters

Juanita

Setting

outside

What is the main problem?

He Lost is dog.

How is the problem solved?

His friend found the dog.

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Story Map

Yemily 1/3

+4

Story Title My Dog is Lost

Characters

Juan ito

Setting

outside

What is the main problem?

He Lost is Dog.

How is the problem solved?

He and his friend

Hlep him faid his Dog.

Write-on Wipe-off Board 1a

Kevin

Story Map

+4

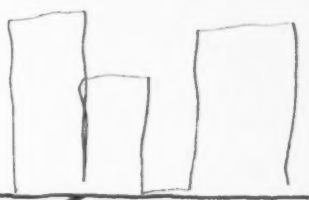
Story Title My Dog is Lost

Characters

Juanito

Setting

In New York



What is the main problem?

Juanita Can't Find His Dog

How is the problem solved?

Tehy Found the Dog

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Story Map

Diego

+4

Story Title My Dog is Lost

Characters

Juanito

Setting

out side

hat. Giey

What is the main problem?

Juanito lite ha. Dog . .

How is the problem solved?

Juanito cr,,, Kave hep
Fid has Dog .

Story Map

Jonathan

Story Title MY Dog is Lost

Characters

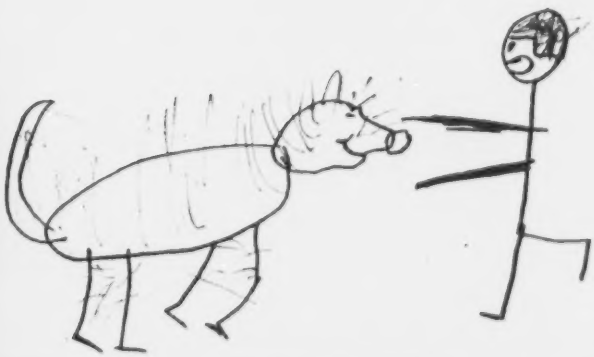
Juanito

Setting

New York

his Dog is lost. **What is the main problem?**

hefondhis Dog. **How is the problem solved?**



Story Map

Story Title mydayislost jeff

#4

Characters

Juanito

Setting

Outside
inthecity

What is the main problem?

Juanito cannot find
his DAG
[illegible]

How is the problem solved?

Juanito and somtide
find my DAG

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Story Map

Story Title My Day is Last +3

Characters

Juanito

Setting

+

What is the main problem?

ahntolodog

How is the problem solved?

Juanitofadasfada

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Story Map

1st Grade
1-31-06

Story Title My Dog is lost

Characters

Juanito

Setting

Out Said.

What is the main problem?

My Dog was lost.

How is the problem solved?

He Find His Dog.

Story Map

+3

Story Title Farrah My dog is Lost

Characters

dog

Setting

X

What is the main problem?

he w , up at
becau he lost
his dog

How is the problem solved?

he w happy
because he
found his dog

Story Map

Story Title Arthurs Birthday

Characters

Arthur

Setting

at Arthurs house

What is the main problem?

all the pets are everywhere

How is the problem solved?

Prcky has puppy

Story Map

+3

Story Title ARTHUR'S PET BUSINESS

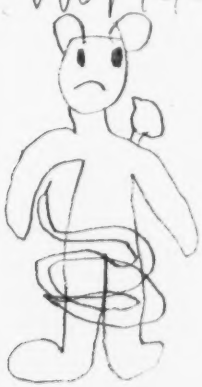
Characters

Setting

house

What is the main problem?

ARTHUR Wants Hand



How is the problem solved?

Wahh he his a puppe

Story Map

Story Title Arthur's Pet Business

Characters

Arthur's

Setting

it took place in the house

What is the main problem?

Arthur's what a piepep But hi has a piepep to take K of

How is the problem solved?

because hi took got is piepep K of a piepep

Jonathan 2-7-09

Story Map

Story Title Arthurs Pet Buisness

#2

Characters

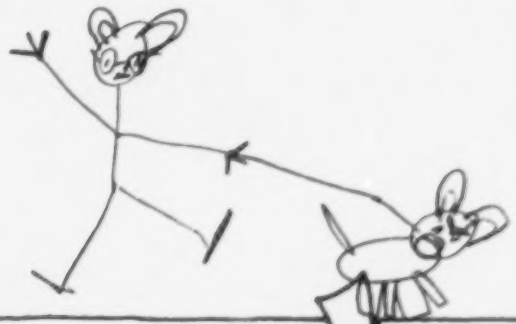
Arthur

Setting

Arthurs house

What is the main problem?

Wen He Was taking Care of Preky



How is the problem solved?

Prekx lad eggs

Story Map

Story Title Arthur's Pet Business

Characters

Arthur
D Brain

Setting

Arthur name

What is the main problem?

Pet : Arthur, mom

Arthur has to take care of the
cave Buddy is in.

How is the problem solved?

Mr. mom Dad [illegible] pet
and Brain gave a pet to Arthur.

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Story Map

Fuag 1-7-09

Story Title Arthurs Put Buisness +1

Characters

Arthurs

Setting

he Could not ✗ Find a put.

What is the main problem?

Gamue gave The put ✗ to Arthurs.

How is the problem solved?

Then The put had Baby then She gave ham 10 Dollhars.

Story Map

Story Title Arthurs Pet Business

Characters

robr

Setting

Nithehaams

What is the main problem?

Arthur wanted a puppy but he has to be responsible

robr wompoesone fadaJod

How is the problem solved?

He found a job taking care of dogs and he got to keep a dog.

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Story Map

Story Title Arthurs pet Buisness

Characters

Arthurs

Setting

What is the main problem?

Arthurs

Wants pope

How is the problem solved?

his pope

nice

Story Map

Story Title 2/7/00 Arthurs Pet buisness

+4

Characters

Arthurs

Setting

in the house.

What is the main problem?

he had to learn responsility. so he get a pupe.

How is the problem solved?

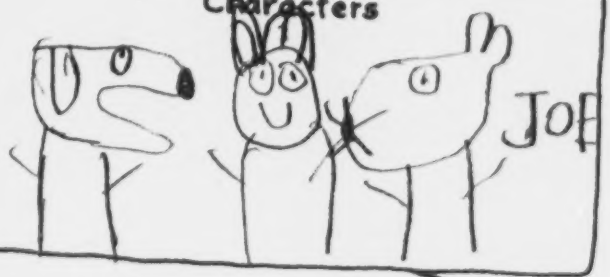
he found perky and he got ten dollres pupe.

Kevin Rico 11/5/00

Story Map

Story Title Joe and the Snow

Characters



Setting

house

What is the main problem?

Their are no much snow.

How is the problem solved?

Joe Just say snow and morn snow came back.

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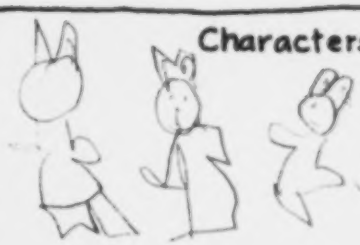
family 1/5/00

Story Map +4

Story Title JOE and the SNOW

Characters



Setting

outside

What is the main problem?

that he wished to have Snow.

How is the problem solved?

when the snow ki. came

true
trun.

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NICK RAMIREZ 1500

Story Map

+3

Story Title Joe and the Snow

Characters

Setting

borsh

What is the main problem?

Terey wair No snow

How is the problem solved?

Tain the snow mit

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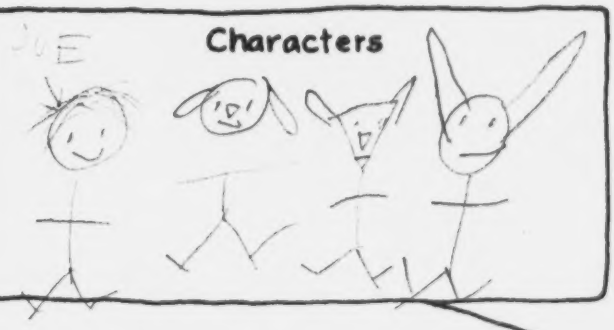
Story Map

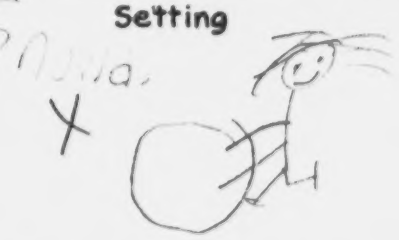
+2

Story Title Jo and the Sp W

Characters



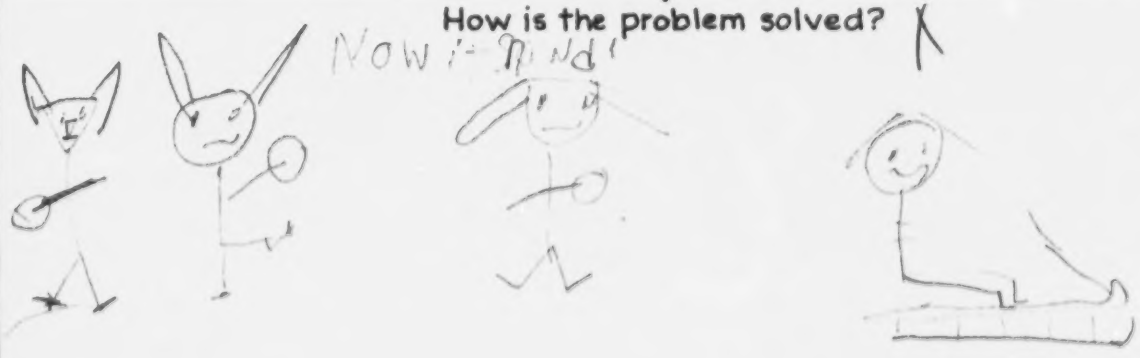
Setting



What is the main problem?

Snow melt.

How is the problem solved?



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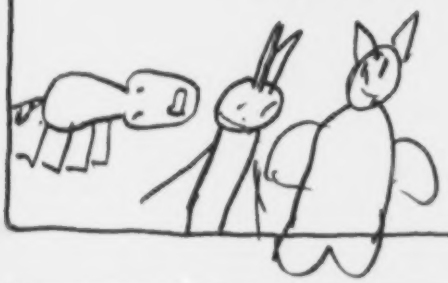
1/5/00

Story Map

+3

Story Title JOE and The Snow

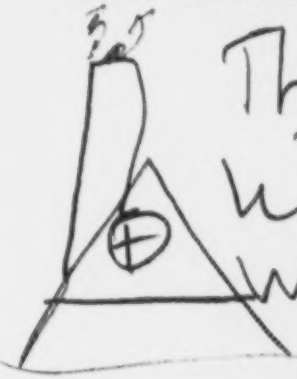
Characters



Setting

house

What is the main problem?



The house Want in The water.

How is the problem solved?

no more snow

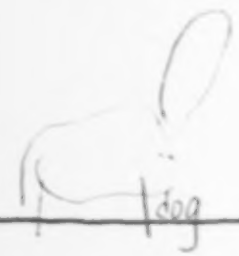
Farrad 1/5/00

Story Map +1

Story Title JOE and The Snow

Characters

Joe



Setting

X

What is the main problem? X

JOE spot it snow. because he wan

How is the problem solved? X

wat n it to SNOW

Diego

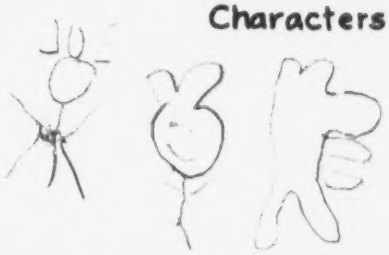
11/5/00

Story Map

+4

Story Title JOE and the SNOW

Characters



Setting

What is the main problem?

Snow hard Joe would be [illegible]

How is the problem solved?

Wan the snow hrd.

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Story Map

Story Title _____

Characters

Setting

What is the main problem?

hewas

How is the problem solved? X

he wot t cam in the nai e

2/17/00

Story Map

14

Story Title Cloudy with a Chance

Characters

The people
Chewandswallow

Setting

What is the main problem?

The

How is the problem solved?

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Story Map

Story Title _____

Characters

The Pope

Setting

What is the main problem?

The got Shot Dran

How is the problem solved?

That make bread to hruses

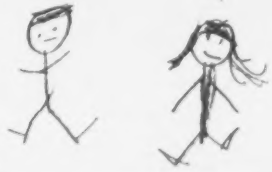
Jonathan

Story Map

Story Title Cloudy with a chance of meat balls

Characters

Henny and the grile

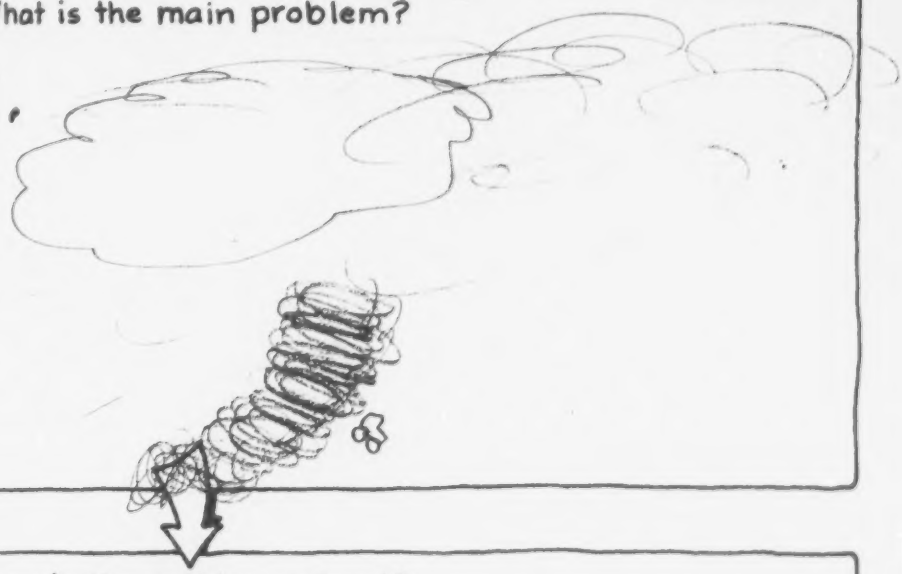


Setting

town

What is the main problem?

thes thorm was bad.



How is the problem solved?

they let the town.

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Story Map

Story Title Cloudy with a chance of Meatballs

Characters

The
of chewandswallw

Setting

The, X
hurricane

What is the main problem?

it stat
rained and
windy

How is the problem solved?

thay bact
new land and hesas

Story Map

Story Title Cloudy with a Chance of Meatballs

Characters

the pope
of
the wand swallow

Setting

the house

What is the main problem?

it was rainy sunny harvest and lunch.

How is the problem solved?

what have Mado a boat.

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Story Map

Story Title Cloudy with a chance of meatba Kevin Ring

Characters

Chewandswallow town

Setting

outside

+4

What is the main problem?

It was stroam food.

How is the problem solved?

They went to a new land.

Story Map

Story Title Cloudy with a chance of Meatball

Characters

People

Setting

outside

What is the main problem?

it is that they had tornados

How is the problem solved?

they Move to a nother town.

Write-on Wipe-off Board 1a

Ivette

Story Map

+4

Story Title Cloudy with a Chance of Meatballs

Characters

Peopl

Setting

The peopl in Che ward
Swallow town

What is the main problem?

a tis rod (tornado) ruined the city.

How is the problem solved?

They left to another city.

Story Map

Story Title _____

Characters

Cloudy with a Chance of Meatball

Setting

Food X

What is the main problem?

There was Meatball coming down.

How is the problem solved?

They wath to a New contree.

No Music Setting Responses

Story Map

Story Title _____

Characters

the pets

Setting X

What is the main problem?

We dont make Her Bites

How is the problem solved? X

the hen

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Write-on Wipe-off Board 1a

Story Map

Diego

+3

Story Title A Bicycle for Rosaura

Characters

Rosaura

Setting

X

What is the main problem?

She didn't find a bike for a Rosaura.

How is the problem solved?

She find Man wot sell did Man ti make a bike.

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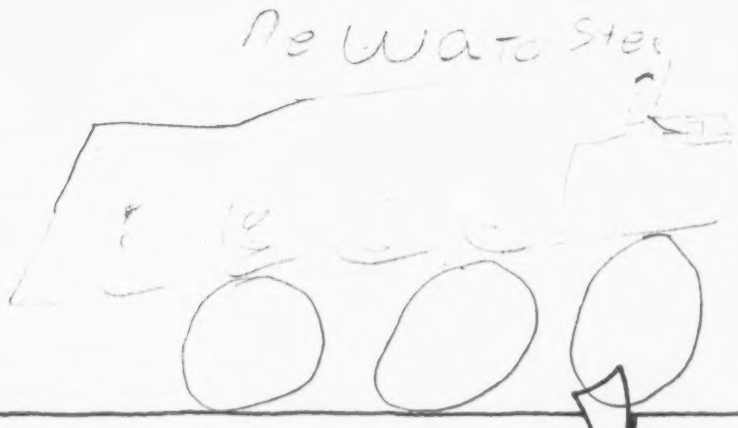
Story Map

Story Title Rick [illegible] (4)

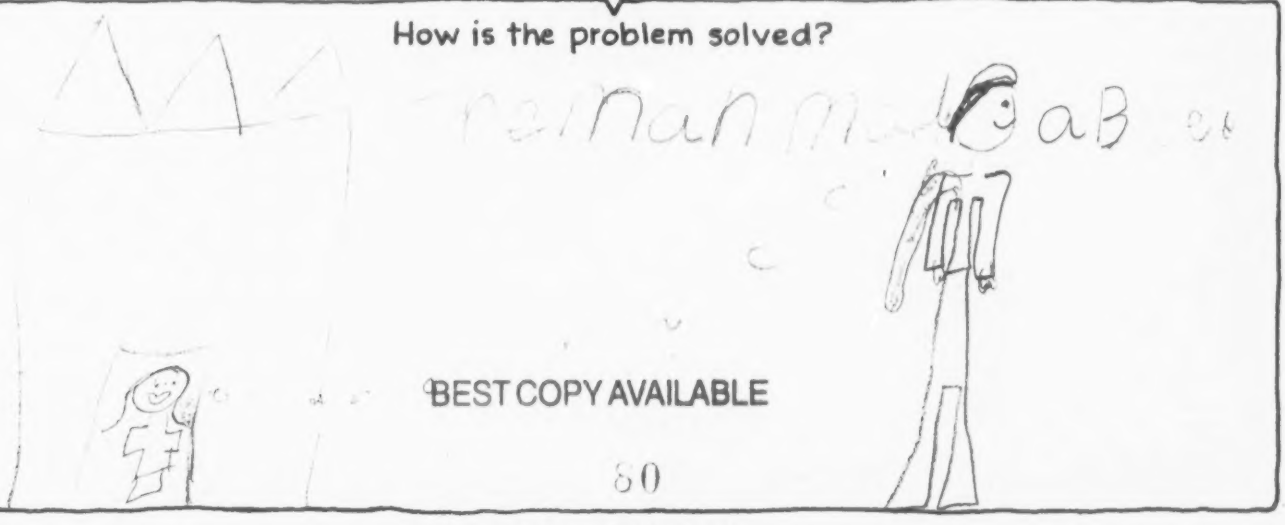
Characters

Setting

What is the main problem?



How is the problem solved?



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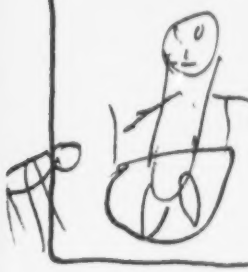
Story Map

Story Title A Bicycle for Rosaura (x2)

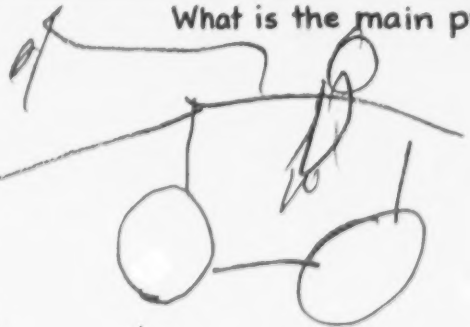
Characters



Hes Bat
hes a Bike

Setting

What is the main problem?



hes had a now Bike
for Her.

How is the problem solved?

hes Had a
Birthday Patte

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Story Map

Story Title A Bicycle for Rosaura +4

Characters

Setting

outside

What is the main problem?

Lady Try to find the bike for Rosaura.

How is the problem solved?

A funny guy biuld a bike for Rosaura because her birthdays

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Story Map

Story Title ~~A~~ Bicycle for Rosaura

Characters

Rosaura

Setting

Outside

What is the main problem?

That the hen What. It to have a Bicycle.

How is the problem solved?

He forgot to Put the Br.

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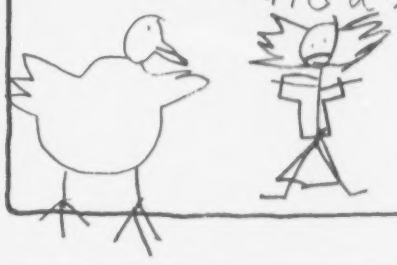
Story Map

Jon

Story Title A Bicycle for Rosaura

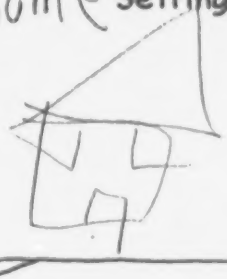
Characters

Rosaura and a girl



Setting

The home

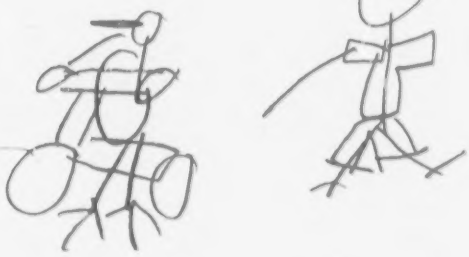


What is the main problem?

No Bike
was
Tery

How is the problem solved?

The Man fix The Bik



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Story Map

Story Title

Characters

Setting

What is the main problem?

How is the problem solved?

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Story Map

Ivett T.

12/15/99

Story Title Ira Sleeps Over

Characters

Ira

Reggie

Setting

ahouse
Ira

What is the main problem?

Ira wouldnt go if he could take his teddy bear.

How is the problem solved?

Reggie had a teady bear.

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Drego

12/15/99

Story Map

Story Title Ira Sleeps Over +2

Characters

Ira
Reggie Fed-[illegible]

Setting

Reggie house.

What is the main problem?

dat I're is Sister. X

How is the problem solved? X

da Reggie is nit is gonig to laugh.

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87

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Story Map

12/13/17

Story Title Ira sleps over

Characters	Setting
Ira geggic house	teddy bear slepsover X ghost stories

What is the main problem?

Ira was scared to brae
he teddy Bear.

How is the problem solved?

Wiln Ira with to $lepy.

Write-on Wipe-off Board 1a

12/15/99

Story Map

Story Title Ira sleepsover

Characters

Ira Reggie

Setting

Reggieshouse

What is the main problem?

Ira was scared

How is the problem solved?

Reggie did not Laf99

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12/15/11

Story Map

Kevin

Story Title Irasleepsover +2

Characters

Ira
Reggie
teddy bear

Setting

Irashouse

What is the main problem? X

Reggie
MIT
laugh at Ira

How is the problem solved? X

wen they say ghost Stories.

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12/15/99

Story Map

Story Title Kevin Rice Ira Sleeps Over +4

Characters

Ira
Reggie

Setting

Sleepover

What is the main problem?

The main problem was Ira was scared to bring his bear.

How is the problem solved?

his friend had a bear and Ira bring his bear

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12/15/99

Story Map

Story Title His Dad over

Characters

The Reggie

Setting

in the home

What is the main problem?

his sister said Reggie is going to Mateen at you

How is the problem solved?

Reggie have a tea out bear to

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12/15/99

Story Map

Story Title Ira sleepsover

Characters

Ira
Reggie

Setting

in the house

What is the main problem?

Was that Ira
was skase to show
his teddy bear.

How is the problem solved?

ti was solved
that they had Beur
and that sowed

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Write-on Wipe-off Board 1a

Story Map

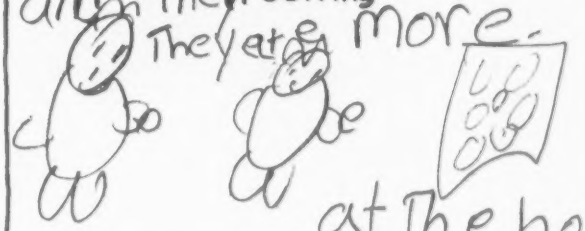
Story Title Frog and Toad Together

Characters

Frog ate The cokeKey

Setting

and Then They ate more.



at The house

What is the main problem?

and They keep on Eta more and more.

How is the problem solved?

The Bird Eta all The cokeKey and give The Bird.

Story Map

+4

Story Title _____

Characters

Frog and Toad together

Setting

In the house

What is the main problem?

They walk ing cokes
They eat to many cokes.

How is the problem solved?

Went the Bird eat to the cokes

Story Map

+9

Story Title Frog and Toad Together

Characters

Toad and Frog

Setting

in a side and
Sidd in home

What is the main problem?

i the ate to make

How is the problem solved?

he ate one more

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Jonathan

Story Map

Story Title frogandToadTogetner

Characters

Toad frog

Setting

inThehome

What is the main problem?

TheycantStopeaTing.

How is the problem solved?

Thebrids ateThem all.

Story Map

Kevin

Story Title Frog and Toad Together

Characters

Frog Toad

Setting

house

What is the main problem?

They ate to much cookey.

How is the problem solved?

They gave the cookey to the bird

Yemily Story Map

Story Title ~~Frog and Toad Together~~

Characters

toad
and
Frog.

Setting

in the house

What is the main problem?

they can't Stop
ateing cookeis

How is the problem solved?

the probiem solved
dy puting the box
outside so the bride
can't ate the cookies

Story Map

Story Title frog and toad together

Characters

Toad
frog

Setting

home

What is the main problem?

The frog and toad can not eat no more cookies

How is the problem solved?

The frog and toad give the cookies to the brid

Write-on Wipe-off Board 1a

Ivette

Story Map

Story Title Frog and to[illegible] together

Characters

toad,frog

Setting

home,

What is the main problem?

the wreden COCES.

How is the problem solved?

the br[illegible]d the COCeSo

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Story Map

Story Title frog and toad together

Characters

frog
toad

Setting

in the
house

What is the main problem?

they ate
to to to cook

How is the problem solved?

The Birds
Ate all

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Write-on Wipe-off Board 1a

Story Map

Jon

x3

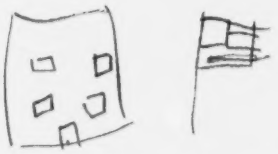
Story Title Froggys first kiss

Characters

Froggy

Setting

Scool



What is the main problem?

Froggy feel sad because Frogtina gived him a kiss

How is the problem solved?

tn Froggy gaveed the card To his mom

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Story Map

Story Title Froggy's Fr[illegible] K[illegible]

Characters

Froggy X

Setting

house X

What is the main problem?

[illegible]

How is the problem solved?

[illegible]

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Story Map

Story Title Froggy's First Kiss

Characters

Froglina
Froggys

Setting

School

What is the main problem?

Froggy's feel Wiggly.
because ~~He got a~~ Kiss
for Froglina.

How is the problem solved?

because He give
His valentine to His
mom.

Story Map

Jeff

Story Title Froggy First Kiss

H

Characters

Froggys Froglind

Setting

School

What is the main problem?

Froggy feel ~~nervous~~ because of Froglind

How is the problem solved?

He made a treat for her Mom

Story Map

Story Title Froggs First kiss

Characters

Froglina+

Setting

Froggy feels sol[illegible]

What is the main problem?

He felt [illegible]

How is the problem solved?

He gave the card to his mom.

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Farrad

Story Map

Story Title Froggy First kiss +8

Characters

Froggy
Froglina

Setting

school

What is the main problem?

He was feeling nrvs because he people were making fun of him.

How is the problem solved?

He was happy because he was not nervous

Jonathan

Story Map

Story Title Giants

+4

Characters

Children

Setting

The Feld

What is the main problem?

The children are a scrare of the Giant.

How is the problem solved?

The children fiEd on the Giant.

Ivette

Story Map

+4

Story Title _____

Characters

children

Setting

a sad

What is the main problem?

the children Woate to scare the ~~ta~~ giant

How is the problem solved?

They tricked the giant to leave the city.

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Story Map

Story Title Giants farred

Characters

The are Giants dilr

Setting

X

What is the main problem?

The wanto, Eat the Kids for dnnr

How is the problem solved?

The Kind X said it wonkt

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Story Map

Story Title 9 lants

+3

Characters

children

Setting

outside

What is the main problem?

the to children couldn't at the zkide tode 9 ants

How is the problem solved?

9 ants shrinker X

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Story Map

Story Title Giants

Characters

Giants

Setting

thay Say a Giants

What is the main problem?

he Was Big.

How is the problem solved?

He Lafe and with-

Story Map

Story Title Giants Kevin 74

Characters

giants
childrens

Setting

outside

What is the main problem?

The giants try to eat the Kids

How is the problem solved?

They trick the giants.

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Story Map

Story Title Giants

Characters

Giants

Setting

What is the main problem?

How is the problem solved?

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Story Map

Story Title Giants

Characters

the Giant and Children

Setting

outside

What is the main problem?

Wahn the kids save like a giant

How is the problem solved?

Wahn the Giant is awaye.

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Story Map

Story Title Giants +2

Characters

Giants X

Setting

outside

What is the main problem?

the chidren
what to get the
Giants out of the
city

How is the problem solved?

X

because
He was above to
ate them

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